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ABSTRACT

The California Education Code requires school boards to "establish standards of expected pupil achievement at each grade level in each area of study" and to consider student progress when evaluating teachers. The guidelines in this document have been prepared to help superintendents, principals, and teachers take steps to meet these requirements by (1) choosing curriculum objectives that will define appropriate standards; (2) determining the level of student achievement required to meet the standards; (3) establishing assessment procedures for measuring student progress; (4) aligning the instructional program with the curriculum objectives; and (5) developing procedures for providing support and enrichment activities to enhance student achievement. The document first examines the relationships among goals, standards, objectives, and the curriculum, and reviews the district's role in establishing the curriculum. The second section of the guide discusses the characteristics of curriculum objectives, and the third section examines performance standards. The fourth section of the guide reviews measurement procedures, including the use of custom-made tests. The fifth section relates the standards to the instructional program and the sixth reviews policies and procedures associated with using standards. Appendixes provide sample forms, checklists, and worksheets designed to help districts implement the concepts covered. (PGD)

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DEVELOPING LOCAL MODEL CURRICULUM STANDARDS

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DEVELOPING LOCAL MODEL CURRICULUM STANDARDS:

GUIDELINES FOR DISTRICTS

To meet SB 813 requirements for:

Education Code 44662

(a) The governing board of each school district shall establish standards of expected pupil achievement at each grade level in each area of study.

(b) The governing board of each school district shall evaluate and assess certificated employee competency as it reasonably relates to:

(1) The progress of pupils toward the standards established pursuant to subdivision (a).
(2) The instructional techniques and strategies used by the employee.
(3) The employee's adherence to curricular objectives.
(4) The establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities.

(c) The governing board of each school district shall establish and define job responsibilities for those certificated noninstructional personnel, including, but not limited to, supervisory and administrative personnel, whose responsibilities cannot be evaluated appropriately under the provisions of subdivision (b), and shall evaluate and assess the competency of such noninstructional certificated employees as it reasonably relates to the fulfillment of those responsibilities.

(d) The evaluation and assessment of certificated employee competence pursuant to this section shall not include the use of publishers' norms established by standardized tests.

(e) Nothing in this section shall be construed as in any way limiting the authority of school district governing boards to develop and adopt additional evaluation and assessment guidelines or criteria.

and

Education Code 51226

(a) The Superintendent of Public Instruction shall coordinate the development, on a cyclical basis, of model curriculum standards for the course of study required by Section 51225.3. The superintendent shall set forth these standards in terms of a wide range of specific competencies, including higher level skills, in each academic subject area. The superintendent shall review currently available textbooks in conjunction with the curriculum standards. The superintendent shall seek the advice of classroom teachers, school administrators, parents, post secondary educators, and representatives of business and industry in developing these curriculum standards. The superintendent shall recommend policies to the State Board of Education for consideration and adoption by the board. The State Board of Education shall adopt these policies no later than January 1, 1985. However, neither the superintendent nor the board shall adopt rules or regulations for course content or methods of instruction.

(b) Not less than every three years, the governing board of each school district shall compare local curriculum, course content, and course sequence with the standards adopted pursuant to subdivision (a).

April 1985

INTRODUCTION

As the excerpts on the previous page show, the California Education Code (44662-44664) has recently responded to new educational reform legislation by requiring that school boards "establish standards of expected pupil achievement at each grade level in each area of study." The code further stipulates that teachers are to be evaluated in part, on the progress students make toward the Board adopted standards. The guidelines in this document have been prepared to aid superintendents, principals, and teachers in taking the steps necessary to meet these requirements.

Establishing standards and using them to help evaluate teachers includes the following major set of tasks for school districts:

- Choosing curriculum objectives that correspond to (or define) the standards. Each standard will comprise a number of objectives or activities that, taken together, define that standard. When students achieve or demonstrate mastery of the set of curriculum objectives or activities that correspond to that standard, the standard is met.
- Defining how well learners should perform on the set of curriculum objectives in order to "pass" the standard. The options range from achieving all the curriculum objectives selected to mastering of a percentage of them. A decision here results in a performance standard.
- Establishing assessment procedures (test items, schedules, documentation of completion, etc.) to measure student progress.
- Aligning the instructional program (materials, learning activities, measurement of results) to the curricular objectives. If this is not done, assessing student progress and evaluating teachers on the basis of established standards will be infeasible.

- Establishing policies and procedures for organizing classes and groups of students for remediation, tutorials, and enrichment activities that will be a natural outcome of using performance standards for assessing mastery.

In the following pages we will consider each of these tasks in more detail and offer certain guidelines and suggestions for carrying them out. In some cases, we refer the readers to other documents and sources of information for assistance or examples.

The Appendices, A-G, include a series of forms, checklists and/or worksheets designed to help districts make the necessary local decisions for effective implementation of the concepts described in the main body of the document.

These sheets provide materials which can be used to direct administrators and teachers through a series of activities to increase understanding, consensus and consistency. The appendices do not constitute a complete package necessary for in-service training. However, when duplicated and/or converted to transparencies, they should be useful in planning workshops to inform and/or identify the steps necessary for the district to take, to appropriately meet the Education Code requirements.

The example materials used in "Appendix B" come from the Cooperative County Course of Study and from the Tamalpais High School District English Curriculum. While these examples could be used in any district and helpful with application to any discipline, it is recommended that similar documents developed at the local level for the various disciplines be used.

The examples have been limited to correlate with the State Department of Education "MODEL CURRICULUM STANDARDS--GRADES NINE THROUGH TWELVE." It is assumed that the process outlined in this Guide will be equally useful to those districts responsible for establishing standards for the elementary aged student.

SECTION I

CHOOSING CONTENT STANDARDS

Standards ought to define what all students should be exposed to (and preferably learn) while taking courses required for graduation. The key curricular topics, processes, and applications should all be represented by the standards. The Model Curriculum Standards developed by the State Department of Education serve as a good example. While they map out the scope and type of coursework considered appropriate for students, they are by no means intended to restrict the creativity or range of learning activities and instructional materials.

A review of these Model Standards suggests they are quite similar to what have often been termed curricular goals. For example, one of the State model's science standards reads: "Students understand the theories of evolution, the diversity of life possible through the process of natural selection and mutation, and are aware of the changes that have been and are taking place in life on earth"

By their very nature, standards are arbitrary. They reflect a decision about what a learner needs to know and needs to be taught in order to receive whatever rewards the system offers (grades, certificates, promotion, graduation, etc.).

A. WHAT ARE THE FUNCTIONS OF STANDARDS IN THE CURRICULUM?

Written curricula can and do assume many forms, containing a diverse array of elements. Philosophy statements, scope and sequence charts, goals, general principles, concepts, courses of study, course outlines, and content standards all serve legitimate functions. But whatever else the curriculum may include, it is essential for purposes of Certificated Evaluation and Assessment that one criteria in the evaluation of teachers is the progress of students toward Board adopted standards.

The primary function of such standards is to serve as:

- The means by which the educational philosophy is translated into classroom reality and made public;
- Guides for identifying/selecting learning objectives and experiences;
- A guide for collecting data to determine the appropriateness of what is being taught;
- A focus for communication between the professional educator and the community;
- The means to encourage the kind of creativity that produces the most exciting and contemporary curriculum.

B. WHAT IS THE RELATIONSHIP OF GOALS, STANDARDS, AND OBJECTIVES?

The clarity of communication among the faculty about intended learning depends on the specificity of the outcome statements. The more specific such statements, the greater the clarity of communication. However, it is important to remember that as outcomes are defined more specifically, consensus becomes more difficult to obtain, and teachers have less flexibility in planning and delivering instruction. The school district must seek a level of specificity that provides a balance between clear communication and sufficient flexibility for teachers to plan. Usually this balance will be found somewhere within the following classification system, as it refines abstract educational purpose down into progressively more concrete levels.

Philosophy: The basic belief in the purposes of education that guide the development of curriculum.

For example: "In a free society it is important that every citizen has a clear understanding of the basis upon which decisions are made to preserve and improve life."

Educational Goals: Abstract statement of attainment as a result of education.

For example: "Each student should acquire the important skills, attitudes, and knowledge related to concepts of science."

Standards: Statement of learning achievement that can be demonstrated on completion of a year's study within a particular subject area.

For example: "Students understand forces and their effects upon matter."

Curriculum Objectives: More specific statements of learning achievement that can be demonstrated in a subject area as a result of completing a unit of study.

For example: "Each student will define and illustrate the processes by which selected forces act on people."

Instructional Objectives: Measurable descriptions of learning achievement that can be demonstrated in a subject area as a result of completion of one or more lessons.

For example: "Each student will list two ways that gravity affects our movement."

C. WHERE DOES A DISTRICT BEGIN?

A district must have a written, public curriculum in place for each subject and each grade level for which standards are to be set. This is scarcely a new requirement, and over the years it has been satisfied in a variety of ways. Courses of study, course outlines, and curriculum guides have been the most common forms used. Teachers' manuals and teachers' texts as well as curriculum memos, have occasionally served this purpose.

However, to meet the new stipulations of the California Education Code cited above and establish "standards of pupil achievement at each grade level in each area of study," the written curriculum must now take a specific form. That curriculum, regardless of its title, must identify clearly stated goals for the given subject or discipline. It is primarily from this curriculum that standards are derived.

The curriculum defines the scope and sequence of courses available to students and around which teachers plan their instruction. Standards serve as a model for acceptable goals that students are to master in order to receive any "reward" provided by the system. As such, standards represent the essential core of learning, but not necessarily the entire curriculum. Standards can be related to minimum proficiency requirements adopted by the districts.

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As a first step in preparing these touchstones of core learning, districts can start by reviewing their own curriculum goals or standards, comparing local expectations with the Model Curriculum Standards. Any obvious discrepancies will show where modification should begin.

D. HOW DOES A DISTRICT DETERMINE THE STATUS OF ITS CURRENT CURRICULUM?

When examining a curriculum for possible revision, these additional elements should be considered:

- Some review process should be used to see if the curriculum is consistent with the needs, values and preferences of the community. Whether that process is elaborate or simple, it should be public and open to many points of view. It should be set up to encourage communications and compromise.

- There should be a clear connection between the curriculum and the many appropriate applications of that curriculum. For example, textbook selection, recordkeeping, supplementary materials purchase, and inservice education should all reflect the standards and content of the curriculum.

- Contemporary trends and research findings should be visible in the curriculum.

- Articulation across grade levels K-12 should be evident. Regardless of the districts' organization--elementary, high school, union or unified--there should be a commitment to continuity for students as they progress from grade to grade.

- State requirements and resources should be accurately reflected throughout the curriculum.

E. IF A CURRICULUM IS NOT IN PLACE, HOW DOES A DISTRICT GET ONE?

There is no best way to "get" a curriculum. Some districts start from the very beginning; from scratch. They work with the staff and the community to identify needs and, from those needs, develop a curriculum unique to that community. Other districts find a curriculum in use somewhere else, transport it to their community and adopt it as their own. The possible variants between those extremes are as numerous as the districts making their decisions. While there is no one best method, there are important operating principles to use throughout the decision making process. The curriculum is likely to be more effective to the extent that:

- It reflects the involvement, communication, and ownership by all parties using the curriculum.
- Principals and teachers are key participants in the development of the curriculum.
- It reflects the values, interests, and abilities of all people using it--community, teachers, and students alike.
- The curriculum's adoption, review, and revision process becomes obvious and public.
- The board and administration show evidence that the district intends to use that curriculum in their decision making responsibilities.

F. WHAT SUBJECTS OR DISCIPLINES MUST BE INCLUDED IN THE WRITTEN CURRICULUM?

Obviously all subject areas need a written and adopted curriculum as a basis for identifying standards. However, recognizing the enormity of that task, especially for those districts whose current curriculum falls short of the specificity necessary for that process, we must begin with the fundamental questions of content:

- What subject areas are considered central to the responsibilities of the district? To most elementary districts, those would include:

  Mathematics
  Reading
  English/Language Arts
  History/Social Studies
  Science
  Visual or Performing Arts

- Those districts responsible for the high school program must consider the requirements of California universities as they make their decisions in the area of:

  Mathematics
  English
  History/Social Science
  Science
  Foreign Language
  Visual and Performing Arts
  Physical Education

- Other criteria to use in scheduling the curriculum development/adoption sequence include:

  - The curriculum area which affects the greatest number of students and/or staff.
  - The curriculum area in which the district has the greatest leadership potential and/or resources available.
  - The curriculum area for which the district can establish cooperative arrangements with neighboring districts and/or County Offices of Education.
  - The State guidelines and textbook adoption process.

G. HOW FAMILIAR IS THE STAFF WITH THE CURRENT CURRICULUM?

Having a curriculum guide is one thing; having a curriculum guide the staff knows and uses is often something else.

It is imperative that the district have a good fix on the staff's awareness and acceptance of the curriculum before using it to set standards for teacher evaluation. A curriculum few teachers consult or approve of is hardly a promising or equitable basis for evaluating their performance.

There are several ways of gauging such familiarity and use. The most obvious one is to ask; a survey can be useful in this process. In addition, there are a number of indirect yardsticks. The odds are good that staff members are familiar and in accord with the curriculum if:

- The current staff was active in its development and adoption.
- The district has used the curriculum for textbook selection and materials purchase.
- Inservice experiences have been built around the curriculum.
- The district is using the curriculum in its student evaluation program.
- Principals are using it as part of their staff meetings and as part of their observation responsibilities.

SECTION II

A. CHOOSING CURRICULAR OBJECTIVES TO DEFINE STANDARDS

As we have seen, while the Education Code requires Boards to establish achievement standards, it also requires that school districts evaluate teachers based on student progress toward those standards. Since content standards are stated too broadly to permit their use in assessing student progress (and hence teacher performance), an additional level of learning outcomes is needed. We propose that each standard selected by the district be refined into a set of more specific statements of learning--curriculum objectives.

Preparing any level of outcome statement is best viewed as a sampling process. Since it is neither feasible nor desirable to define all possible learnings encompassed by a given standard, obtaining a representative sample is a reasonable aim, perhaps 5-8 objectives per standard.

A curriculum objective describes a learner's expected capability to perform in relation to a subject or content area standard. It should be specific enough to permit its assessment. Sequences of these objectives, when identified by those who must use them, should generally define the instructional program in use, ensuring a reasonable continuum of academic growth. Without such a sequence, a school has multiple instructional programs in use, determined largely by the idiosyncratic interests, preferences, and intentions of each teacher with responsibilities in that subject matter domain. Multiple instructional programs are a major impediment to both program and staff evaluations.

An agreed upon sequence of objectives is thus essential to evaluating student progress toward the achievement of standards for at least five reasons:

- Objectives provide guidance in measuring the effectiveness of the instructional program;
- Objectives guide the choice of instructional materials and teaching strategies appropriate for use in the instructional program;
- Objectives serve as the determiners of success, and, therefore, whether standards are being met;
- Sequencing and organizing objectives is critical in determining how far learners have advanced, for planning next steps systematically, and for monitoring progress;
- When used appropriately and with recognition of various influences that affect student achievement, objectives can be used to evaluate the effectiveness of instructional programs and staff.

B. HOW CAN CURRICULUM OBJECTIVES BE ORGANIZED?

Once the curriculum is organized into segments or units of instruction, the next step is determining the minimal body of knowledge all students are to learn in each segment. The curricular objectives describing this minimal body of knowledge or "essential core" automatically identify the standards or what is to be mastered as a result of that segment or unit of instruction.

Once again, it is important to recognize that the essential core of objectives and the standards do not constitute the entire curriculum. Rather they describe what is deemed indispensable, the basic minimal set of required learning outcomes. Whatever learning occurs beyond that essential set should be viewed as the province of the teacher and the student to accomodate varying interests, abilities, resources, opportunities, and changing conditions.

Organizing standards in the form of units is useful since:

- Many systems have already organized their curriculum objectives into units.
- Identifying the minimal or essential core becomes a feasible task.
- Focusing initially on smaller segments makes it possible to establish "passing" standards without completely sacrificing teacher and student flexibility.

C. WHAT ARE THE ADVANTAGES OF USING CURRICULUM OBJECTIVES?

When translating educational standards into more specific curriculum objectives, then, the following occurs:

1. Ease of communicating the intended outcomes increases.
2. Guidance to teachers for planning instruction increases.
3. Guidance for purposes of evaluation increases.
4. Student knowledge of what is expected increases.
5. At the same time, teacher latitude to be totally flexible and creative in planning instruction decreases.

Using these curriculum objectives to evaluate student progress toward the standards is crucial since the objectives:

- Ensure a level of specificity that can be observed and measured;
- Provide guidance and direction to the teachers;
- Communicate reasonably well to students what is expected;
- Permit the teacher and the student reasonable flexibility in planning for learning;
- Provide a measure for determining alignment between goals and outcomes.

D. ON WHAT BASIS ARE OBJECTIVES CHOSEN?

We've seen that selecting objectives to define standards is basically a sampling problem. Since a set of objectives reflects only a portion of the possible learnings encompassed by a standard, the set must be chosen with care. They must accurately represent the central body of learning the school views as essential.

Two kinds of criteria are critical in determining which objectives will represent the standards. Both the INDIVIDUAL OBJECTIVE and then the collected SET OF OBJECTIVES need to be evaluated.

Judging the Appropriateness of an Individual Objective

The following questions can help determine how apt and useful a particular objective is likely to be:

- Does that objective provide sufficient guidance to teachers for instructional planning?
- Does it clearly inform students of the expectations of that learning?
- Does it permit selection of assessment procedures consistent with the intended learning?
- Does it identify a learning which is appropriate for the unit and feasible for attainment for all intended learners?

Judging the Appropriateness of a Set of Objectives

- Does the collected set adequately and accurately represent the content it addresses?
- Is a progression of growth evident within each set and between sets?
- Are the various cognitive levels represented in the set: is there a reasonable balance among knowledge, comprehension, application, analysis, synthesis, and evaluation?
- Are effective objectives appropriately represented in the set?

E. HOW ARE OBJECTIVES ORGANIZED WITHIN THE CURRICULUM?

There is no "right way" to organize the objectives once they are identified. Again, there are many possibilities, all of them workable. Some districts may choose to establish them in grade level groups, some may choose to set them in a series of units or blocks, and still others may organize them across several grades.

What is important is that, however organized, the objectives clearly identify and promote continua of growth. Each subject area will probably have more than one continuum, enabling teachers and students to build on skills and concepts learned through meeting previous objectives.

Since objectives should accurately reflect the standards, it is safe to assume a learning progression for such concerns as knowledge, attitudes and values, skills, creative thinking, and participation, depending upon the discipline or area of study.

These continua are important as they:

- Help students and teacher to identify what is currently expected, what has already been learned, and what can be expected in the future.
- Serve as a basis for instruction in and measurement of all the expectations (goals) of a given discipline or area of study.

SECTION III

A. DEFINING PERFORMANCE STANDARDS

The first two sections of these guidelines focused on establishing content standards and translating them into curriculum objectives. We saw that content standards encompass the essential core of learning for a course or subject area, mapping out the scope of knowledge and concepts to which students are to be exposed. We further noted that curriculum objectives define the content standards in terms of specific learnings that permit assessment of student progress toward those standards.

This section recommends the use of performance standards as a practical means of defining how well students must perform within the established content areas in order to receive whatever reward is given by the school (i.e., grades, promotion, diplomas). The concern here is with demonstrated mastery of curricular objectives that make up the standards.

The amount and degree of mastery is a decision that must also be made by the school district. Schools might use both qualitative and quantitative standards. Performance standards state the number or percentage of curriculum objectives a student must master within a given unit of instruction in order to "pass" and therefore be permitted to move on to the next unit. They may also be used to assign grades.

B. DECISIONS ABOUT USE OF PERFORMANCE STANDARDS

Schools have always used some kind of academic measuring tool to differentiate among students regarding their progress and their status. Unfortunately, the performance standards usually employed have not always been effective in defining the curriculum, informing students what it is they should be learning, or how well they are performing. In order to evaluate student learning, schools have relied on grades or some other type of evaluative symbol. Some schools also make use of "Comprehensive Tests" with cut-off or minimal scores that must be achieved or exceeded in order to receive a passing mark or be promoted.

Grades have major failings. They can be too subjective and too general. They do not always clearly identify what was or was not learned. Comprehensive tests, although certainly more objective than grades, are usually given too late to be useful to the student or teacher if ensuring learning as well as assessment is an important purpose. Furthermore, neither grades nor comprehensive tests pay much heed to the inequality of learning rates and potential among learners.

Recommendations

First, establish content standards consistent with state model curriculum standards.

Second, translate these content standards into clearly stated and articulated curricular objectives.

Third, determine how student performance is to be rewarded. The benefits are that:

- Students know what and how well they are expected to perform; clear expectations aid in the learning process.
- Teachers are better able to plan instructional activities consistent with intended learnings;
- Teachers know which students are failing which objectives and can plan remediation;
- Performance standards reflected by clearly stated learning objectives provide part of the base on which staff and program evaluations can be planned and conducted.

Options

Two different options are posed below for your consideration. Both options are workable and are currently used by many school districts to achieve a more organized instructional program.

1. Define the curriculum by the development or selection of curriculum objectives. These objectives are organized by units of instruction. Then select performance standards that reflect a cut-off score or a percentage of the unit's objectives that must be attained in order to "pass" each particular unit, class or grade level. Align instruction and materials with objectives as well as the assessment procedures.
2. Define the curriculum by first organizing subject areas or content into units or segments of instruction. Then, determine the content standards which form the

"essential core" or minimal body of knowledge that is to be learned by all students. Develop performance standards and select a set of curricular objectives for this essential core. The standards provide a "map" for establishing the essential set of objectives which in turn stand for the important knowledge and skills to be mastered.

The performance standards should reflect a cut-off score or percentage of the unit's objectives that must be attained in order to "pass" each unit, class or grade level. Align instructions and materials with the objectives as well as with the assessment procedures.

In considering the criteria proposed earlier and the purposes being served by this process, Option 2 may be your best choice. The reasons are as follows:

- Many schools have already organized their curriculum into units. Identifying the minimal or essential set and defining it in terms of curriculum objectives is a feasible task. In addition, this process will enable a staff to evaluate their curriculum in use at the same time.

- Focusing the attention initially on an essential core or minimal set makes it possible to establish "passing" standards without sacrificing teacher and student flexibility and decision making about the curriculum. Teachers and students can retain the possibility of planning, exploring, improvising, enriching, extending, and experimenting with a variety of learning activities.

Because of the inherent interconnectedness among standards, curriculum objectives, and their use in assessing progress of students, two basic criteria are suggested for your use when setting performance standards:

- Fairness - Will the objectives and performance standards be reasonable for all students and manageable to the people responsible for delivering the instruction to meet those standards?

- Flexibility - Will the teaching staff be able to retain important flexibility to plan or improvise instruction as needed?

SECTION IV

A. ESTABLISHING MEASUREMENT PROCEDURES

The requirement to use student progress toward achieving standards as a central part of teacher evaluation means that clear assessment policies and procedures must be established. Procedures must be designed for routinely assessing student learning against the curriculum objectives. Assessment items and activities should be clearly aligned with the curricular objectives as needed. Since the concern here is with the "essential core" of learning outcomes, test item construction, administration, scoring, and monitoring are all resolvable problems. In fact, it is possible that a combination of items taken from existing teacher-made test items will suffice.

Standardized tests cannot be easily used for these purposes for at least three reasons. First, the law forbids the use of national norms in evaluating teachers. Second, standardized tests, like most tests, address only a sample of all possible items in a certain course or subject area. And the items selected by the test publisher may have little relationship to the content standards and curricular objectives selected by a district. Finally, the norms are not likely to serve the purpose intended by performance standards. Since standardized tests are developed around a "national curriculum," the items may not relate very closely to local decisions.

Norm-referenced tests measure an individual's performance in relation to that of other individuals on the same test or set of items. While knowing this may provide a useful comparison, it is

not helpful information to use in making judgments about individual mastery of content standards. What is needed are criterion-referenced measures which determine an individual's status with respect to a criterion or standard (what is to be learned and how well). Criterion-referenced tests are used to make decisions about individuals when we are interested in whether an individual possesses a particular competence.

In building measurement devices and procedures to match content standards and curricular objectives, districts will need to rely on teacher-made items, test items from "item banks", from text books, or other sources. Frequently, multi-district efforts are cost-effective. Keep in mind, however, that to the extent that a district's content standards and curricular objectives are unique, so must be their measurement.

The critical issue is the extent to which student progress towards standards is used as a measure of teacher performance. If this issue is to be taken seriously, then you must ensure that test items are developed specifically for the district's curricular objectives.

B. WHAT ABOUT USING TEACHER-MADE MATERIALS?

Teacher-made tests could be prepared so that all areas of study would be included in the measurement process. The advantage of doing this would be twofold. First, the connection between the content standards (what) and the performance standards (how well) would be deliberately established and thus unique to the local program. Second, the people responsible for delivering the system (teaching) would be actively participating in assessing (evaluating) that system. Two crucial elements necessary for alignment would be in place.

A major concern with using teacher-made tests is the obvious cost involved, in terms of both time and money. Given today's pressured environment, a task of this magnitude has little possibility of commitment and success without ample opportunities for honoraria, release time and/or expert consultant help.

If teacher-made tests become all or part of the data gathering system, then:

- Suitable effort will need to be put into insuring an acceptable level of reliability and validity. (The California State Department "HANDBOOK FOR PROFICIENCY ASSESSMENT" would be helpful here.)
- A process to insure a "non-political" posture from specific interest groups must be in place.
- A realistic time frame and a realistic support system must be agreed upon by all parties.

C. WHAT ABOUT CUSTOM-MADE TESTS?

A relatively new phenomena available to districts are the custom-made tests. With the advent of the computer for easy revisions and the increased emphasis on using clearly stated and precise objectives, many agencies and commercial publishers have established Item Banks. These "banks" include a wide range of objectives and test items which can be used to gauge student progress toward acquiring the knowledge or mastering the skill inherent in that objective. A district then compares its objectives to those already in the bank and selects test items designed to test those objectives.

These "banks" more often than not have correlating programs which can establish their own norms, percentiles, and stanines. Reports can be prepared on individual items or groups of items, by school, age, teacher, sex or practically any other criteria determined useful in assessing students' progress toward the standards.

When considering Custom-Made tests, it is necessary to:

- Make sure the "bank" has objectives and test items consistent with the local curriculum.
- Make sure there is a complete and accurate projection of costs both financial and human involved in establishing, carrying out, and evaluating their use.
- Make sure of the reliability and validity of the items selected.

D. WHAT ARE SOME OTHER FORMS OF DATA COLLECTING WHICH MIGHT BE HELPFUL?

Still another kind of testing is the form of Textbook Publishers' tests. Practically every textbook series has a testing program available for teachers to use, typically including Chapter Tests, Unit Tests, and Final Tests. The publisher, usually in concert with the author, provides these to help teachers determine the success of students in learning the materials presented by the textbook.

Other forms of data collecting include observations, log keeping, videotaping, student self-analysis, and peer observation. For most areas of study, the more sophisticated objectives leading to higher level thinking, valuing, and participation will often require more sophisticated means of assessment. Holistic or analytical scoring of writing samples is an example of such evaluation. Receiving and giving criticism in a group setting would be another.

No matter what system is used it is important to remember that:

- Each system has its strengths and weaknesses.
- No one system can be used to assess a wide variety and/or level of objectives.
- Any subjective criteria used to determine success must be clearly identified and used with some degree of consistency and public awareness.

E. HOW DO YOU KEEP TRACK OF THE DATA?

Effective evaluation depends not merely on collecting needed data, but also on having immediate access to it. Teachers and administrators must review, adopt or adapt, and create if necessary, appropriate forms to ensure both proper documentation and ease in retrieval and reporting of the agreed upon evaluation data.

The following pointers will help ensure a process that allows for both curriculum alignment and staff evaluation:

- The collective staff must play a key role in determining what data must be collected, how it should be collected, and in what form it should be organized to determine the achievement of standards.
- Individual staff members must be part of the process of determining how particular groups of students will be evaluated in respect to the agreed-upon standards.
- Pre-test, pre-experience measures and observations must be available to ensure an appropriate and rational planning which recognizes the differing variables within a district, school or classroom.
- All data must be used for program improvement. This means that the data should be available to ensure curriculum alignment and, therefore, include:

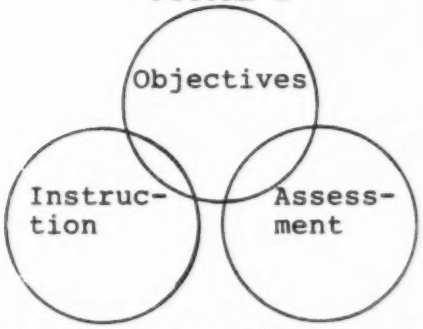
  1. Student evaluation
  2. Student placement
  3. Curriculum evaluation
  4. Curriculum planning
  5. Staff evaluation
  6. Inservice Education

SECTION V

A. ALIGN INSTRUCTIONAL PROGRAM*

Simply put, curriculum alignment means that schools ought to teach students what they are expected to learn and that we should test students on what they have had an opportunity to learn. In many schools, the curriculum is not well aligned: instruction covers only a few of the objectives, while assessment covers some objectives that were taught and some that were not. In such a condition, illustrated in Figure 1, students, teachers, and the school system are in jeopardy.

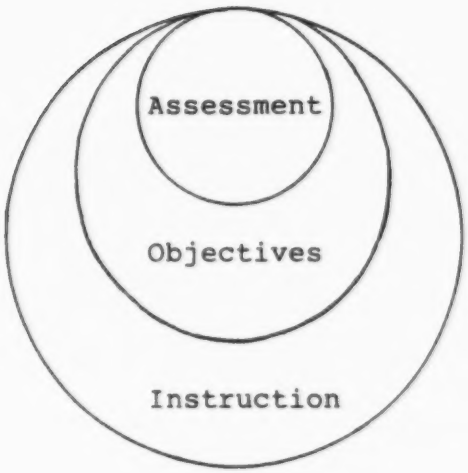
FIGURE 1



In the ideal situation, an aligned curriculum instruction covers all the objectives, while assessment samples student accomplishments and does not measure anything other than the stated objectives. Figure 2 depicts an aligned curriculum.

*Part V has been adapted from File Three: Tests, Texts, Curriculum Alignment: Improving Instruction in the Basic Skills. Robert O. Scott and William Brock, Noteworthy, Mid-Continent Regional Educational Laboratory, Winter, 1983.

FIGURE 2



Note that the instructional program is greater than the set of objectives, and the objectives are greater than assessment. Thus, the objectives sample instruction, and assessment samples the objectives. The idea of "essential skills" is continued here. The key, however, is that if alignment among instruction, objectives, and assessment does not exist, a number of problems are likely to occur:

- Students are not exposed to the essential objectives and, thus, may never meet the established standards;
- Measurement is based on students' ability to perform on content to which they have never been exposed;
- Teachers are evaluated on student progress that is more accidental than planned.

SECTION VI

A. POLICIES & PROCEDURES REGARDING USE OF STANDARDS

Obviously the idea of assessing students' progress in relation to clearly communicated standards is a very powerful one. But when used as a means of evaluating the performance of teachers, it becomes a particularly sensitive one. The intent of that requirement is to stimulate growth and revitalization, to improve the quality of both teaching and learning. However, its improper application might do just the opposite.

It would be difficult to rationally argue against the concept of using standards as a means to determine learning, or to suggest there is no relationship between that learning and the effectiveness of teaching. However, any instructional program should:

- Reflect input and consensus from all parties involved;
- Include diverse systems of data collection consistent with the variety of specific objectives agreed upon;
- Provide a means to accurately reflect the variety of student abilities, needs and interests found in every school, every grade level, and every classroom;
- Indicate ways to use standards for several related decisions such as; student placement, materials selection, inservice education, allocating resources, and record keeping.

B. WHAT ARE SOME IMPLICATIONS OF HAVING AND USING STANDARDS?

Once having set standards and prepared curricular objectives, you must attend to the many implications of their use. Because more precise and consistent use of standards is now required in the planning, delivery, and evaluation of learning, many traditional organizational patterns will need to be reviewed. Everything from the school calendar to student placement, from daily schedules to the use of resources, from the grading system to the selection of materials, will be affected.

The following questions must be resolved before a school system can feel that its responsibilities are met by identifying standards:

- What will be done about students who fail to meet the standards?
- How much remediation should be available to those students?
- Where or when should remediation occur?
- What will happen to students who can meet the standards in less time than that considered "normal?"
- How does the establishment and maintenance of standards effect the system's need for articulation and curriculum alignment?

Appendix A, for pages 1 & 2

WORKSHEET FOR UNDERSTANDING EDUCATION CODE 44662 & 51226

In small groups (triads) discuss these statements or answer these questions.

1. Established standards of pupil achievement at each grade level in each area of study is an option of each school district.

2. Of the four areas of evaluation, as required by SB 813, which would be:
   a) most observable?
   b) least observable?
   c) most directly affected by having curriculum objectives?

3. Can publishers' norms established by standardized test be used to evaluate certificated employees in some cases?

4. All local evaluation and assessment guidelines are contained in the Model Curriculum Standards.

5. Who should have input into developing local curriculum standards and what is their role?

   a) School Board Member
   b) District Administration
   c) Site Administration
   d) Teachers
   e) Students
   f) Others (Advisory Groups, PTA, etc.)

6. How should school districts compare local curriculum with standards of expected pupil achievement?

Appendix B, for pages 5 - 10

RELATIONSHIP OF MODEL CURRICULUM STANDARDS, GOALS, OBJECTIVES

Activity #1

Model Curriculum Standards, English, Standard Number Eleven

> All students will learn that writing is a process that includes stages called prewriting, drafting, revising, and editing. These writing stages include higher level thinking processes such as convergent and divergent thinking, analysis and synthesis, and inferential and evaluative skills.

Cooperative County Course of Study 1984-1987, page 44 of this appendix

Goal 3.0 To develop writing skills

Objective 3.4 Level 1, 2, 3, 4

What is the relationship between the Model Curriculum Standards and the Cooperative County Course of Study? How are they different? What more information is needed for classroom application?

Next, Look at

Junior/Senior English Program

Tamalpais High School District Educational Task Force, English Curriculum, pages 45-48 of this appendix

Objectives See Objective a. (page 45 of this appendix)
How does this relate to Model Curriculum Standards and the Cooperative County Course of Study?

Skills See Skills a. (page 46 of this appendix)
What are some classroom activities which could be used to implement the six steps in the writing process?

Appendix B, for pages 5 - 10

RELATIONSHIP OF MODEL CURRICULUM STANDARDS, GOALS, OBJECTIVES

Activity #2

Model Curriculum Standards, English, Standard Number Eleven

Through direct teaching, students study the conventions, such as grammar, punctuation, and spelling, when these conventions have not been acquired through reading.

Cooperative County Course of Study 1984-1987, page 44 of this appendix

Goal 3.0 To develop writing skills

Objective 3.3 Level 3

What is the major difference between the Model Curriculum Standards and the Cooperative County Course of Study? What implications do each have for the development of classroom objectives? What changes might be made with the Cooperative County Course of Study to bring it into alignment with the Model Curriculum Standards?

Next, Look at

Junior/Senior English Program

Tamalpais High School District Educational Task Force, English Curriculum, pages 45-48 of this appendix

Objectives See Objective h. (page 46 of this appendix)
How does this relate to the Model Curriculum Standards? Does it relate more to the Model Curriculum Standards or the Cooperative County Course of Study?

Skills See Skill f. (page 47 of this appendix)
How might this skill be evaluated to meet the intention of the Model Curriculum Standards, English, Standard Number Fourteen?

Appendix B, for pages 5 - 10

RELATIONSHIP OF MODEL CURRICULUM STANDARDS, GOALS, OBJECTIVES

Activity #3

Model Curriculum Standards, English, Standard Number Twelve

All students will learn to write cogent, clear, and concise prose connected to the literary works they are studying.

Cooperative County Course of Study 1984-1987, page 44 of this appendix

Goal 3.0 To develop writing skills

Objective 3.1 Level 4

Is the student behavior observable in both the Model Curriculum Standards and the Cooperative County Course of Study? How might students study a literary work?

Next,

Using your district ninth grade English curriculum, develop two classroom objectives that meet the Model Curriculum Standards, English, Number Twelve.

Appendix B, for pages 5 - 10

RELATIONSHIP OF MODEL CURRICULUM STANDARDS, GOALS, OBJECTIVES

Activity #4

Possible classroom objectives for Model Curriculum Standards, English, Standard Number Twelve, might include:

1. Writes a synopsis of a literary work, seen, heard, or read, in a chronological sequence.

2. Writes an evaluation of a literary work, seen, heard, or read, that includes reference to a personal experience.

3. Writes a comparison or contrast on two literary works.

4. Writes a five-paragraph essay with introduction, supporting paragraphs, and appropriate conclusion that explicates the theme of the literary work.

In small groups, develop some activities and assessment to meet these objectives.

Activities	Assessment

Appendix B, for pages 5 - 10

RELATIONSHIP OF MODEL CURRICULUM STANDARDS, GOALS, OBJECTIVES

COMPARING STATE DEPARTMENT OF EDUCATION MODEL CURRICULUM STANDARDS

TO

LOCAL MODEL CURRICULUM STANDARDS

Activity #5

Content Area: _____

SDE Standard No. _____

_____

_____

_____

_____

_____

Local Standard

_____

_____

_____

_____

_____

Evaluation criteria used to determine student completion of standards.

_____

_____

_____

_____

ENGLISH LANGUAGE ARTS/READING

GOAL 3.0 To develop writing skills

OBJECTIVES	SAMPLE LEARNER BEHAVIORS	Learner behaviors may be used to develop expectations and standards for student achievement. These illustrative behaviors are not a comprehensive or exhaustive list for attaining the objectives or the goals.		
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3.1 To write fluently	Dictates ideas, stories or descriptions of events	Writes freely on an assigned topic	Keeps journal or learning log	Writes a critique of a play, film, or book
3.2 To write for a variety of audiences and purposes	Writes letters for a specific purpose	Writes parts of stories by creating new endings, different points of view, new characters, or additional incidents	Writes consciously to persuade, inform, or entertain a specific audience	Writes an article in different forms for different audiences
3.3 To write clearly and correctly, using the conventions of English appropriately	Writes a descriptive sentence correctly	Practices sentence combining activities for economy and variety of expression	Uses dictionary, grammar, and usage handbooks to edit own work	Applies knowledge of conventions to standardized tests of language for college and job entrance
3.4 To revise and edit written drafts	Reads sample of own writing aloud to teacher and receives verbal response	Exchanges papers with another student for written critique	Analyzes writing for clarity, meaning, and emphasis	Makes revisions of own or other's writing
3.5 To use writing skills to synthesize information	Gathers and makes written list of information in order of importance	Develops written statement of main idea from a list of information	Makes written generalizations and summaries of information	Writes a report using facts, summaries, and predictions based on information

LEVEL 1 - K-3
LEVEL 2 - 4-6
LEVEL 3 - 7-9
LEVEL 4 - 10-12

Appendix B, for pages 5 - 10

Appendix B, for pages 5 - 10

EXPECTATIONS

A. THE WRITING PROGRAM

1. AIMS

The principal aim of the Junior/Senior Writing program is to reinforce the complex intellectual skills involved in writing. To accomplish this aim, we will encourage students to develop informed judgments about literature and life, to analyze those judgments carefully, and to defend them clearly and cogently--in writing. Therefore, it is important that students come to regard writing as an act of thought rather than the mere application of verbal skills.

Since high school students are just beginning to think in abstractions, to develop ideas about the world they live in rather than simply to react to it, we consider it important to provide exercises and assignments that reinforce this difficult skill. For that reason we believe a course of study should include autobiographical writing that taps into students' personal experiences in order to help them discover abstract, conceptual points of view that will prepare them for more complex writing. Although writing assignments must ultimately include more rigorous types of essays, we believe students should be encouraged to draw repeatedly on personal experience for example and evidence to support their ideas.

Since much expository writing is argumentative at heart--that is, it sets out to persuade the reader to a particular point of view, we recommend that the principles of argument be taught in conjunction with expository writing assignments.

2. OBJECTIVES

In order to meet the objectives of the Junior/Senior Writing Program, students will be expected to do the following:

a. Use those steps necessary in any writing process to produce a well-written paper.

b. Move from personal writing to more objective, expository writing that emphasizes the development of significant, well-supported ideas.

2. OBJECTIVES (Continued)

c. Compose for a variety of audiences and purposes.

d. Develop further the ability to construct a clearly reasoned, well organized essay with an effective introduction, a sharply focused thesis statement, supporting paragraphs that fully develop the central idea in both concrete and abstract terms, and an appropriate conclusion.

e. Learn to follow skillfully such rhetorical techniques as comparison and contrast, classification, and definition in order to develop the central idea of the paper.

f. Reason cogently by developing sound premises and conclusions that depend on convincing evidence for support.

g. Continue to develop the ability to use language effectively by expanding vocabulary, sharpening diction, and refining style.

h. Demonstrate in written work the ability to use correct grammar, punctuation, and standard English usage.

i. Develop further the academic research skills necessary for writing papers that effectively integrate material from outside sources into the central idea of the essay.

3. SKILLS

Students will practice the following skills to meet related objectives. These skills are applicable to all courses in the curriculum.

a. Use steps in the writing process: prewriting, writing, revising, editing, evaluating, and postwriting.

b. Compose for a variety of audiences and purposes, by using effective word choice, vocabulary appropriate to the audience, formal or informal language, and appropriate rhetorical techniques for persuading an audience.

3. SKILLS (Continued)

c. Write clearly reasoned, well-organized essays. Learn to develop an effective introduction and thesis statement with supporting paragraphs that are well organized, coherent and developed in detail, with appropriate transitions to bind the discussion; use rhetorical techniques, such as example, definition, classification, cause and effect, comparison and contrast, and process analysis.

d. Use critical thinking skills to develop sound premises and conclusions that depend on convincing evidence for support; reason cogently and recognize and correct fallacious reasoning in essays.

e. Expand vocabulary by studying vocabulary lists, literary terminology, and the authors' diction; use effective diction and experiment with word choice; and develop style through practicing such sentence construction techniques such as subordination, coordination, and parallel construction.

f. Use correct grammar, punctuation, and standard English usage.

g. Use academic research skills, including a working knowledge of library sources; techniques of note-taking, paraphrasing and summarizing from literature and interviews; integration of material from outside sources into written and oral presentations.

4. REQUIREMENTS

All courses will require a major paper every two to three weeks and minor papers on a weekly basis. In order to reinforce those skills developed in the core program, the major assignments in all courses will include the following types of papers:

a. A personal essay

b. An argument

Appendix B, for pages 5 - 10

4. REQUIREMENTS (Continued)

   c. An essay using research techniques

   d. A critical analysis that uses one of the more difficult rhetorical techniques in order to develop a main or subordinate idea of a paper: comparison and contrast, definition, cause and effect.

Appendix C, for pages 11 - 14

CHECKLIST FOR ASSESSING *THE USEFULNESS OF THE CURRENT CURRICULUM*
FOR THE ESTABLISHMENT OF STANDARDS
FOR TEACHER EVALUATION

I. What subject areas have an adopted curriculum in place?

	NONE	YES	DATE ADOPTED
A. Mathematics			
B. Reading			
C. Language Arts (English)			
D. History/Social Studies			
E. Science			
F. Visual or Performing Arts			
G. Foreign Language			
H. Physical Education			
I.			
J.			

II. Who was involved in developing/ reassessing that curriculum?

	TEACHERS	PRINCIPAL(S)	DISTRICT ADMINISTRATION	COMMUNITY MEMBERS	PARENTS	BOARD	NEIGHBORING DISTRICT	COUNTY OFFICE	COLLEGE OR UNIVERSITY
A. Mathematics									
B. Reading									
C. Language Arts (English)									
D. History/Social Studies									
E. Science									
F. Visual or Performing Arts									
G. Foreign Language									
H. Physical Education									
I.									
J.									

III. How has the written curriculum been used in the past 3 years?

	TEXTBOOK SELECTION	MATERIALS PURCHASE	STAFF MEETINGS	IN-SERVICE TRAINING	REPORTING TO PARENTS	RECORD KEEPING	ARTICULATION MEETINGS	OTHER
A. Mathematics								
B. Reading								
C. Language Arts (English)								
D. History/Social Studies								
E. Science								
F. Visual or Performing Arts								
G. Foreign Language								
H. Physical Education								
I.								
J.								

IV. What Elements does the written curriculum include?

	PHILOSOPHY STATEMENT	GOAL STATEMENT	SPECIFIC OBJECTIVES	GROWTH PROGRESSION	OBJECTIVES COGNITIVE	OBJECTIVES AFFECTIVE	OBJECTIVES PSYCHO-MOTOR	EVALUATION CRITERIA
A. Mathematics								
B. Reading								
C. Language Arts (English)								
D. History/Social Studies								
E. Science								
F. Visual or Performing Arts								
G. Foreign Language								
H. Physical Education								
I.								
J.								

V. What State requirements and resources are clearly identifiable in the written curriculum?

	FRAMEWORK	STATE CODE	COURSE OF STUDY	MODEL CURRICULUM STANDARDS	POINT OF VIEW STATEMENTS	RAISING EXPECTATIONS
A. Mathematics						
B. Reading						
C. Language Arts (English)						
D. History/Social Studies						
E. Science						
F. Visual or Performing Arts						
G. Foreign Language						
H. Physical Education						
I.						
J.						

VI. Summary:

	READY FOR STANDARDS	NEEDS COMPLETE DEVELOPMENT	NEEDS MUCH WORK	NEEDS SOME WORK
A. Mathematics				
B. Reading				
C. Language Arts (English)				
D. History/Social Studies				
E. Science				
F. Visual or Performing Arts				
G. Foreign Language				
H. Physical Education				
I.				
J.				

Appendix D, for pages 15 - 21

CHOOSING CURRICULUM OBJECTIVES TO DEFINE STANDARDS CHECKLIST

I. Are there clearly stated performance goals available?

	YES	NO	NUMBER AVAILABLE	ORGANIZED IN UNITS?		DO THEY REPRESENT THE ESSENTIAL CORE OF WHAT SHOULD BE LEARNED?	
				Y	N	Y	N
A. Mathematics							
B. Reading							
C. English/Language Arts							
D. History/Social Science							
E. Science							
F. Visual or Performing Arts							
G. Foreign Language (H.S.)							
H. Physical Education							

II. Are there clearly stated performance objectives already available?

	YES	NO	DO THE OBJECTIVES PROVIDE FOR FLEXIBLE TEACHING?		ARE THE OBJECTIVES FEASIBLE FOR ALL STUDENTS?		DO THE OBJECTIVES PROVIDE CLEAR MEANS ASSESSMENT?	
			Y	N	Y	N	Y	N
A. Mathematics								
B. Reading								
C. English/Language Arts								
D. History/Social Science								
E. Science								
F. Visual or Performing Arts								
G. Foreign Language (H.S.)								
H. Physical Education								

III. How appropriate are the set(s) of objectives?

	DOES THE SET ACCURATELY REFLECT GOALS OR STANDARDS		DO THE OBJECTIVES FOLLOW A A LOGICAL SEQUENCE		ARE THERE VARIOUS COGNITIVE LEVELS REPRESENTED		ARE THERE VARIOUS AFFECTIVE LEVELS REPRESENTED	
	Y	N	Y	N	Y	N	Y	N
A. Mathematics								
B. Reading								
C. English/Language Arts								
D. History/Social Science								
E. Science								
F. Visual or Performing Arts								
G. Foreign Language (H.S.)								
H. Physical Education								

SUMMARY:

Appendix E, for pages 22 - 26

DEVELOPING OR CHOOSING PERFORMANCE STANDARDS
CHECKLIST

I. Are there curriculum standards available for developing performance standards?

	YES	NO	NUMBER AVAILABLE	REPRESENT THE ESSENTIAL CORE OF WHAT IS EXPECTED TO BE LEARNED?		ARE THEY FLEXIBLE TO ALLOW FOR A VARIETY OF TEACHING?		ARE THEY FEASIBLE FOR ALL STUDENTS?		CONSISTENT WITH STATE MODEL CURRICULUM STANDARDS?	
				Y	N	Y	N	Y	N	Y	N
A. Mathematics											
B. Reading											
C. English/Language Arts											
D. History/Social Science											
E. Science											
F. Visual or Performing Arts											
G. Foreign Language (H.S.)											
H. Physical Education											

SUMMARY:

Appendix F, for pages 27 - 32

COLLECTION OF ASSESSMENT DATA FOR PERFORMANCE OBJECTIVES CHECKLIST

I. Who is involved in determining the PROCESS?

	TEACHERS	PRINCIPALS	DISTRICT STAFF	OUTSIDE CONSULTANTS	OTHER	OTHER	OTHER
A. Mathematics							
B. Reading							
C. English/Language Arts							
D. History/Social Science							
E. Science							
F. Visual or Performing Arts							
G. Foreign Language							
H. Physical Education							

II. Who is responsible for collecting the data?

	TEACHERS	PRINCIPALS	DISTRICT STAFF	OTHER	OTHER	OTHER
A. Mathematics						
B. Reading						
C. English/Language Arts						
D. History/Social Science						
E. Science						
F. Visual or Performing Arts						
G. Foreign Language						
H. Physical Education						

III. What are the means for collecting Data?

	STANDARDIZED TESTS	CUSTOM-MADE TESTS	TEACHER-MADE TESTS	OTHER TESTS	OBSERVATIONS	LOGS	PERFORMANCES	OTHER
A. Mathematics								
B. Reading								
C. English/Language Arts								
D. History/Social Science								
E. Science								
F. Visual or Performing Arts								
G. Foreign Language								
H. Physical Education								

IV. How often is data collected?

	WEEKLY	MONTHLY	QUARTERLY	SEMESTER	YEARLY PRE	YEARLY POST	OTHER
A. Mathematics							
B. Reading							
C. English/Language Arts							
D. History/Social Science							
E. Science							
F. Visual or Performing Arts							
G. Foreign Language							
H. Physical Education							

Appendix G, for pages 33 - 34

TEXTBOOK ALIGNMENT FOR
MODEL CURRICULUM STANDARDS WORKSHEET

Content Area_____ Grade Level_____

Model Curriculum Standard No. ____	Local Curriculum Standard	Textbook(s)	Local/Teacher Material
Model Curriculum Standard No. ____	Local Curriculum Standard		
Model Curriculum Standard No. ____	Local Curriculum Standard		

ASSESSMENT ALIGNMENT
FOR
MODEL CURRICULUM STANDARDS WORKSHEET

Content Area_____ Grade Level_____

Model Curriculum Standard No. ____	Local Curriculum Standard	C.A.P.	Other Tests & OR ASSESSMENTS
Model Curriculum Standard No. ____	Local Curriculum Standard		
Model Curriculum Standard No. ____	Local Curriculum Standard		

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